

Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

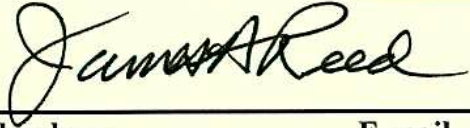


Project Title: TECHNOLOGY FOR TEACHERS Amount of Request: \$ 75,000

District Name (Fiscal Agent for Consortiums): WEISER SCHOOL DISTRICT Number: #431

Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:


Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
#431	Weiser High School	<input checked="" type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
#431	Pioneer Elementary School	T <input checked="" type="radio"/>	<input checked="" type="radio"/> YES <input type="radio"/> NO
#431	Weiser Middle School	T <input checked="" type="radio"/>	<input checked="" type="radio"/> YES <input type="radio"/> NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print)	E-mail	Telephone
James A. Reed	reedj@weiserschools.org	208 414-0616
Signature		
District Technology Coordinator Name (print)	E-mail	Telephone
David A. Davies	daviesd@weiserschools.org	208 414-2595
Signature		
Project Director Name – if different than District Technology Coordinator (print)	E-mail	Telephone
David A. Davies	daviesd@weiserschools.org	208 414-2595
Signature		

Additional Consortium/Partnership Participants:

(Add additional pages as necessary)

Organization Name		
College of Western Idaho		
Supervisor Name and Title* (print)	E-mail	Telephone
Dr. Victor Watson Executive Vice President, Instruction and Student Services	victorwatson@cwidaho.cc	208-562-3254
Signature		11-14-08
Organization Name		
Supervisor Name and Title* (print)	E-mail	Telephone
Signature		
Organization Name		
Supervisor Name and Title* (print)	E-mail	Telephone
Signature		

***Superintendent must sign for school districts. Dean must sign for Colleges of Education**

Abstract

Need

Weiser School District is in its first year of School Improvement. Additionally, 1) with the exception of grades 4 and 5, Weiser students consistently scored below the Idaho state average in reading, mathematics and science ISAT results in Spring 2008; 2) the district has a limited number of peripherals for using technology in the classroom available to staff (LCD projectors, document cameras, graphing calculators, etc.); 3) there is a limited number of staff comfortable or knowledgeable in how to use technology in their disciplines and 4) there is currently no professional development activities specifically addressing the integration of technology in the classroom available for Weiser's education professionals. Research offers evidence that a technology-integrated curriculum provides better academic results than traditional instruction in relation to student achievement (Liao, 1999). This plan outlines a series of steps aimed at giving all district education professionals the resources and knowledge needed to effectively integrate technology into the curriculum.

Project Description

In this project we propose to advance the use of technology in the classroom through the following activities: 1) establish and document the initial technology literacy and technology access baseline for every district education professional; 2) provide teacher and student greater access to technology; 3) implement local-customized professional development opportunities; 4) deliver a series of International Society of Technology in Education (ISTE) research-based technology classes to achieve technology literacy equivalence between all WSD # 431 education professionals; 5) provide specialized advanced topic training specific to the needs of district education professionals; and 6) increase the ability of parents to utilize on-line resources to participate in the education experience of their children.

Support for School Improvement and Increased Academic Achievement

In 2006 the Metiri Group provided a summary of what the research says about the effectiveness of technology integration in schools. They report that "overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity." (Cisco Systems, 19) They go on to say that in order for technology integration to have a positive effect on student learning, serious attention must be paid to "professional development for teachers, school culture, curricular redesign and teacher preparation." This project will address those issues by providing data in teacher readiness and needs, making a wider variety of technology available for teaching and learning, and implementing a systematic approach to professional development that is based upon the specific needs of educators.

Expected Outcomes and Impact (What the Project will Accomplish)

This project proposes a series of professional development courses aligned to the action strategies outlined in building and district-wide school improvement plans. The expected outcome of the project is to enrich the educational experience and academic achievement of our students by increasing the access, ability and desire of teachers to understand and integrate technology in the classroom. By providing local, consistent and ongoing professional development in a wide variety of technology applications, it is the intended result that an increased number of our educators will participate in technology based courses and then use what was learned in the classroom immediately. It is the additional intended outcome to increase the productivity, increase data-driven decision making, and ease the burden of complying with district, state and federal requirements for this program.

Educational Need

Documentation of Critical Need

Adequate Yearly Progress Data

Years in which the Weiser School District and its individual schools **failed** to make AYP

	2008	2007	2006	2005	2004	2003
Pioneer Elementary		X				
Park Intermediate		X		X		X
Weiser Middle School		X	X		X	X
Weiser High School	X	X				X
Weiser School District	X	X		X	X	

The subgroups that have given the district and its schools the most problems in making AYP in Reading, Mathematics, and Language Usage as measured by the Idaho Standards Achievement Test (ISAT): Hispanics, Limited English Proficient Students (LEP), Economically Disadvantaged students, and Students with Disabilities (SWD)

These are the sub-populations of students that struggle to gain academic proficiency in the core subject areas and for whom traditional classroom instructional methods have not been effective and who we believe would benefit most from more visual and technology based instructional methods like those proposed in our grant application.

Idaho Standard Achievement Results (ISAT)

This chart shows the grade levels that have performed **lower** than the state average on the ISAT Math assessment for the last 5 years.

	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.10
2008	X			X	X	X	X
2007	X			X	X	X	X
2006		X		X	X	X	
2005	X	X		X	X		X
2004	X		X	X	X	X	X

The following chart shows the grade levels that have performed **lower** than the state average on the ISAT Science assessment for the last 2 years.

	Gr.5	Gr.7	Gr.10
2008		X	X
2007	X	X	X

This chart shows the grade levels that have performed **lower** than the state average on the ISAT Reading assessment for the last 5 years.

	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.10
2008	X			X	X	X	
2007	X			X	X	X	X
2006				X	X	X	X
2005	X	X		X	X	X	X
2004			X	X	X	X	X

According to our performance on the ISAT, the only grade levels in the Weiser School District that have consistently scored equal to or greater than the state average are grades 4 and 5, **both in which technology has been integrated into the curriculum and students are exposed to computer based instruction on a regular basis.**

Educational Need (continued)

Technology available in the Weiser School District		
School	Available Classroom Technology	Number of Classrooms
Pioneer Elementary School	1 data projector that can be checked out	25
Park Intermediate School	10 data projectors and CPS Chalkboard Clickers systems permanently installed	10
Weiser Middle School	2 data projectors that can be checked out 8 data projectors and CPS Chalkboard Clickers systems permanently installed	23
Weiser High school	1 data projector that can be checked out 7 data projectors in classrooms used for MS Power Point presentations	30

All of the data projectors listed above, except for the 8 with the CPS Chalkboard Clicker systems at the Middle School and the 10 systems at Park Intermediate School are used for only Power Point and viewing videos. Most of the projectors are used on a limited basis because there has been a very little professional development available to teachers so they can learn how to most effectively incorporate the use of technology into their instruction. Most of the teacher's computers in the Weiser School District are 4 years old or older. Teachers that are interested in using technology in their classrooms are reluctant because of the inability to run some programs due to the age of their computers.

After the data projectors and CPS Chalkboard Clickers were installed and integrated in Park Intermediate and Weiser Middle Schools, the mathematics and science test scores increased at Park Intermediate and Weiser Middle School has seen a significant increase in the performance of students in the lower level math classes.

As you can see from the above data, having technology available significantly improves the performance of students in mathematics and science. Additionally, the technology availability data highlights the fact that the Pioneer Elementary, Weiser Middle School and Weiser High School have virtually no technology equipment available for the teachers or the students.

Additionally, in a recent professional development survey of all district teachers the #2 area of interest in which teachers requested training was in the integration of technology in the classroom.

Weiser School District is proposing a structured, systematic program to ensure that all teachers know how to use and incorporate technology in their lessons. Knowledge without tools fades quickly. Tools without instruction sit idle. It is the goal of Weiser school district to use this grant to increase the availability of installed classroom technology to all grades, increase the availability of instructional computers district wide but most importantly to provide a systematic, ongoing, sustainable, proven, standards based professional development program to improve the teaching techniques of our teachers and to enhance the educational experience of all Weiser students. Once all education professionals in our district have the resources and knowledge needed to effectively integrate technology into the curriculum we will be able to enhance student engagement, comprehension, and achievement.

Local Project Detail

Weiser School District # 431 is proposing a structured, systematic program to ensure that the maximum numbers of district education professionals have access to technology in their classrooms, that every district student receives the benefit from the integration of technology during their educational experience, and that all teachers know how to use and incorporate technology into their lessons. Specifically, 1) to ensure that the maximum possible number of district certified staff has access to technology in their classrooms we use a portion of this grant's funds to purchase 25 each HP 550 Notebooks w/extra memory, 25 each Panasonic PT-LB75U (LCD Projectors) and 4 each 32 Clicker RF Systems; 2) to ensure that every district student receives the benefit from the integration of technology during their educational experience we will strategically deploy this additional equipment and train the teachers to integrate the equipment such that technology will be integrated in at least one classroom at every grade level; and, 3) to ensure that all teachers know how to use and incorporate technology into their lessons we will offer proven-effective, in-house classes focused on teachers' needs and the integration of technology in the classroom. These classes will include the option of graduate credit, and will provide training that meets the International Society of Technology in Education (ISTE) standards, as well as classes in district specific software programs. Once all certified staff in our district has access to the resources and knowledge needed to effectively integrate technology into the curriculum we will be able to enhance student engagement and comprehension. The superintendent will appoint a Technology Team consisting of Dave Davies, Kyla Dickerson, Wil Overgaard, and two classroom teachers (1 elementary, 1 secondary) to administer the program and this grant. The Technology Team will meet at least monthly for the duration of the project.

During **Phase I** the Technology Team will assess and collect baseline data documenting the technology access, knowledge level and desires of every teacher. Special interest will be paid to understanding what, when, where and how each teacher would be able to maximize participation in professional development activities. Based on the results of the acquired information, customized local venues (facilities, instructors, local schedules, etc) will be established such that professional development activities can be scheduled and delivered to maximize the opportunity for participation by teachers.

During **Phase II** the district will utilize the local venues established in Phase I to deliver and track a series of standardized classes and activities designed to achieve baseline technology equivalence across the district. Phases I and II will be repeated as necessary to serve new employees and to ensure a baseline level of technology competence is maintained. We intend to partner with College of Western Idaho's Center for Workforce Development to provide ISTE standards-based technology curriculum, credit options for teachers, and teacher professional development tracking to monitor the progress of each teacher. The additional technology equipment identified above will be purchased during Phase II and teachers whose classrooms are targeted to receive laptops and projectors will be required to complete a minimum of 16 hours of Phase III advanced technology integration classes.

Finally, with repeated application of **Phase III**, this program will continue to utilize the established local venues to deliver advanced technology integration classes and activities as dictated by the district. These classes and activities may include (but are not limited to) use of clickers, digital cameras, overhead projectors, Smartboards, using Excel to create custom assessment reports, Internet for Educators, web design, and more. During Phase III teachers who have demonstrated advanced technology integration success will be rewarded by having additional training and access to the CPS Chalkboard Clicker RF systems purchased with this grant. Additionally, Phase III courses will be used to provide classes for the parents of WSD #431 students, enabling them to understand and use educational specific district on-line resources to participate in the education experiences of their children.

Phase I Goal 1 – To identify and appoint the Technology Team				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Create District Technology Team	Appointment by Superintendent	Grant award plus 10 days	As defined by Superintendent	Assigned Technology Team
Phase I Goal 2 – Evaluate and document the current level of teacher technology literacy and the current technology equipment within WSD # 431.				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
1) Create Assessment 2) Identify rooms and facilities to deliver training	1) Define areas to be measured 2) Generate survey and offer to staff	Grant award plus 30 days	1) Technology Team 2) District Teachers 3) BSU/CWI	1) Completed survey 2) Compiled results
Phase I Goal 3 – Establish the venues to deliver this professional development training.				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
1) Identify local classrooms 2) Identify instructors 3) Identify times for classes	1) Coordinate with building principals to define facilities 2) Use professional networking and/or advertisement	Grant award plus 30 days	1) Technology Team 2) District Teachers 3) District Administrators 4) CWI Representative	1) List of available venues 2) List of qualified instructors

Phase II Goal 1 – Increase the number of teachers who participate in technology professional development in first three years of the grant to 75% of district certified staff;				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Obtain technology literacy throughout the District	1) Identify Courses 2) Obtain Curriculum 3) Schedule Courses 4) Deliver Courses 5) Tie technology to teacher evaluation	Implementation - Grant award plus 30 days Completion – Grant award plus 3 years	1) Technology Team 2) District Teachers 3) Administrators 4) CWI	1) Percent of participation 2) Assessment improvement 3) Credits awarded to teachers
Phase II Goal 2 – Increase the number of teachers with access to technology equipment.				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Increase access to equipment	1) Purchase & install identified equipment and/or software	Grant award plus 90 days	1) Technology Team 2) IT Department 3) Administrators	1) Receipt and installation of equipment/software
Phase II Goal 3 – Increase number of teachers using technology extensively in regular classrooms to at least one in every grade level/department within three years of initiating project				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Ensure that one teacher in each grade level participates in program to receive new equipment	1) Motivate participants with availability of equipment and training	Grant award plus 90 days	1) District Technology Team 2) Superintendent 3) District Teachers	1) Record of teachers participating in program by grade

Phase III Goal 1 – Provide incentives to reward highly motivated teachers to further integrate CPS Chalkboard Clicker technology in the classroom.				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Ensure integration of advanced proven technology in the classroom	1) Offer CPS Chalkboard Clicker systems in a competitive process based on training and projected use	Grant award plus 180 days	1) District Technology Team 2) Superintendent	1) Record of accomplishment plus mini grant application
Phase III Goal 2 – Create opportunities to involve parents in the education of their children by offering district technology related training to parents.				
Objectives	Activities	Target Dates	Partners	Measurable Indicators
Increase parent participation the students education	1) Schedule classes 2) Deliver classes 3) Solicit input	Grant award plus 12 months	1) District Technology Team 2) Parents	Number of participants

Project Sustainability

Weiser School District has already implemented the assessment portion of Phase I through Title IIA funds on a very limited basis beginning in August of 2008. In the fall semester of 2008 district teachers were given a survey regarding their current use and comfort level with technology. In this survey the teachers listed as their #2 priority the need for professional development training in the integration of technology in the classroom. Additionally, the limited number of teachers who have successfully integrated technology into their classrooms are extremely excited about this opportunity and will be champions to ensure the success of the program.

In 2005 Weiser School District received a grant to implement CPS Chalkboard Clicker systems at Park Intermediate School. These systems have had significant measurable success in improving the math and science scores for the Park School students. The ongoing maintenance and sustainability of these systems has been provided by the Weiser IT staff. The commitment is made by the Weiser School District # 431 in the Weiser Technology Plan that we will “Create and maintain compatible and secure technology systems that enhance the efficient operation of schools.” As a district, the commitment is in place to maintain and sustain the equipment that will be purchased by this grant.

Our certified staff is very excited about the opportunity to have new technology to use in their classrooms and they are more excited to have the opportunity to receive high quality standards-based training on the integration of technology in the classroom. With funds from this grant it is anticipated that training will be available for up to two years for all of our staff. It is our belief that once teachers begin to use technology in innovative ways within the classroom this opens the doors for further grant opportunities, which in turn helps to sustain existing programs.

We are making a commitment to establish the program that will be an integral part of the educational services provided in the Weiser School District. As such, stakeholders will work together to find other funding sources to continue the program. As this project represents a comprehensive professional development program, customized to serve the needs of the individual education professionals within WSD #431, it is anticipated that the results will be of interest to building and district administrators, board members, and local community members. Results will be shared via a summary report reflecting the beginning assessments, ending assessments, education professional participation, parent participation, and classroom integration results.

Cited Works

Liao, Y.C. (1999). Effects of hypermedia on student's achievement: a meta-analysis *Journal of Educational Multimedia and Hypermedia*, 8(3), 255-277. Retrieved June 16, 2006, from http://www.medvet.umontreal.ca/techno/eta6785/articles/Effect_hypermedia.PDF

<http://www.learningpt.org/pdfs/qkey3.pdf>

Budget

Professional Development	Funding Category	Amount
We will offer local technology professional development in partnership with the College of Western Idaho (CWI). CWI charges only enough to cover costs of the project. Fifty dollars (\$50) per contact hour pays for the instructor, curriculum, credit tracking and CWI's portion of program management. We would like to offer 540 hours of professional development to teachers and parents over the next three years. We will enter into an agreement with CWI for the specific number of hours of instruction and then use those hours as defined by the needs assessments and surveys completed in Phase I. All funds will be fully expended by June 30, 2010, although services may continue beyond that date. NOTE: this represents 36% of the grant request that will be spent on professional development activities.	282-621300 Contracted Services	\$ 27,000.00
Equipment		
After our initial survey we determined that the primary items of technology that teachers feel are missing in their classrooms are Laptops, LCD projectors and CPS Chalkboard Clickers.		
The LCD Projectors and Laptops are a tool that teachers need available on a regular basis in order to effectively integrate technology. Teachers will be required to attend a minimum of 16 hours of training in technology integration using this equipment before it will be installed in their classroom. 25 each HP 550 Notebooks w/extra memory @ \$694.00 each	282-621550	\$ 17,350.00
25 each Panasonic PT-LB75U (LCD Projectors @ 700.00 each	282-621550	\$ 17,500.00
The CPS Chalkboard (Clickers) gives teachers the freedom to teach from anywhere in the classroom and display Internet and other software on a whiteboard with a portable tablet and stylus. We would like to purchase four systems each capable of handling up to 32 students in a classroom 4 each 32 Clicker RF Systems @ \$ 2,995.00 each	282-621550	\$ 11,980.00
Misc		
Materials and Supplies	282-621410	\$ 1,170.00
Total		\$ 75,000.00 ✓